DOCUMENT RESUME

ED 256 141 EC 172 542

AUTHOR	Hadley, Marilyn; Rentfrow, Diane
TITLE	South Dakota Public Law 89-313 Projects: 1982-1983.
INSTITUTION	South Dakota State Div. of Elementary and Secondary Education, Pierre.
SPONS AGENCY	Bureau of Elementary and Secondary Education (ED), Washington, D.C.
PUB DATE	May 84
NOTE	43p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Legislation; Preschool Education; Program Descriptions; *State Programs
IDENTIFIERS	*Elementary Secondary Education Act Title I; *South Dakota

ABSTRACT

The booklet summarizes the projects conducted by 15 agencies in South Dakota using funds from P.L. 89-313 (Amendments to Title I of the Elementary and Secondary Education Act), designed to help meet special education needs of handicapped students. Each summary provides the following information: project title, state agency, project location, type and number of children served, funding allocation, background, project goal, project objectives, methodology, and evaluation. Projects address such topics as physical education recreation and leisure services; preschool services for physically handicapped children; vocational assessment; prevocational instruction; communication skill development; personal/social adjustment; alternatives to residential schools; and supplemental assistance for hearing impaired students. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED256141

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

SOUTH DAKOTA PUBLIC LAW 89-313 PROJECTS: 1982-1983

Marilyn Hadley

and

Diane Rentfrow

May 1984

This report was prepared under the auspices of the South Dakota Division of Elementary and Secondary Education and financed by funds from Public Law 89-313.

EC 175442

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marilyn Hadley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TABLE OF CONTENTS

Introduction..... 1

Black Hills Workshop and Training Center, Inc..... 3

Brookings Area Adjustment Services..... 6

Crippled Childrens' Hospital and School..... 8

Custer State Hospital..... 11

Huron Adjustment Training Center..... 13

Live Center, Inc..... 15

Northern Hills Training Center..... 18

Redfield State Hospital and School..... 20

Sioux Vocational School for the Handicapped..... 22

South Dakota Children's Home Society - East River School..... 25

South Dakota Children's Home Society - Sherrard Center..... 28

South Dakota Human Services Center..... 31

South Dakota School for the Deaf..... 34

South Dakota School for the Visually Handicapped..... 37

Southeast South Dakota Activity Center..... 40

SOUTH DAKOTA
PUBLIC LAW 89-313 PROJECTS
1982-83

INTRODUCTION

Title I of the Elementary and Seconday Education Act (ESEA) of 1965 was designed to provide federal funds to state agencies to assist in meeting the special education needs of handicapped children. The ESEA of 1965 was amended by PL 89-313 to grant federal funds to supplement educational programs by initiating, improving and expanding special education services in state-operated and state-supported programs serving handicapped children.

In the early years of PL 89-313, each state received a block grant and in turn simply allocated a fixed sum of money to the state-operated institutions. The money was used to supplement the institution's budget and seldom were the agencies required to account for or justify the disbursement of the funds. Later agencies and institutions were asked to submit a project proposal outlining how they would utilize the 89-313 funds and the impact their project would have on the state. (i.e. number of children served, type of handicapped condition, etc.). At that time, funds were awarded as a block grant based upon the creativity and impact of the project. However, it should be noted that there were sufficient funds to approve all project requests at some level. In 1974, due to a change in the federal regulations, project funding was allocated according to a formula basis generated by the average daily attendance (ADA) of children attending each school.

Today the state allocation is generated by the ADA of each of the eligible agencies. The state receives an amount of money per child. A percentage is allowed for state administrative costs and the remaining funds are made available to each of the eligible agencies based upon their project proposal requesting 89-313 funds. However, as a result of a federal audit in the fall of 1977 greater emphasis has been placed on the development and implementation of 89-313 projects. Now project proposals must be well written and include Form 9025 and a project narrative describing: a) needs assessment, b) child-centered, measurable project and instructional objectives, c) an evaluation component; and d) a plan for dissemination of project results.

This booklet summarizes the projects conducted by fifteen agencies in South Dakota using PL 89-313 funds. Information from agency proposals and final evaluation reports was used in preparing each summary.

Title of Project:	Computerization of an Educational Resource Center
State Agency:	Black Hills Workshop and Training Center, Inc.
Location of Project:	Rapid City, South Dakota
Type & Number of Children Served:	39 developmentally disabled individuals
Funding Allocated:	$16,000.00

Background:

On August 6, 1982, the Educational Resource Team at Black Hills Workshop and Training Center met to discuss the possibility of acquiring a computer in order to implement the various ideas for expansion of the Educational Resource Center. The approval of the PL 89-313 grant request was given to purchase an Apple II Plus 48K computer. This computer was used to store and retrieve curriculums developed by the Educational Resource Team. Another need addressed by the computer involved placement of students into learning groups based on formal and informal assessment scores.

This project involved also the maintenance of 1.0 Special Education Instructor to work cooperatively with 3 Special Education instructors who are currently employed to develop curriculum materials for the computer program.

Project Goal:

To improve the Educational Resource Center by expanding the lesson plans in four existing curriculum areas. To improve the Educational Resource Center by utilizing an Apple II Plus 48K computer in record-keeping, storage of curriculum and lesson plans, and placement of students into learning groups.

Project Objectives:

1. To provide continuing educational services to individuals by maintaining the employment of 1.0 FTE Special Education Instructor.

2. To ensure for quality student training, the Educational Resource Team will participate in available workshops and/or in-services.

3. To provide family counseling related to the curriculum areas through the regular IEP process.

4. To maintain an Educational Resource Team who will develop lesson plans in four curriculum areas.

5. To improve the organization of learning groups, the Educational Resource Team will develop screening instruments to be used in the selection of individuals to participate in the various curriculum areas.

6. To improve the organization of the Educational Resource Center, an Apple II Plus 48K computer and select software packages will be purchased.

Methodology:

Thirty-nine developmentally disabled students under the age of 22, were selected for this project at Black Hills Workshop and Training Center. The project allowed for the cataloging of curriculums and for evaluation and revision of the Educational Resource Center in order to meet the programmatic needs of all students.

Lesson plans were developed to complete the curriculums in the areas of appropriate social interaction, physical health maintenance and preventive care, sex education and functional/conversational language.

Each student was involved in one or more curriculum areas. Placement of each student into a learning group was done by the computer after screening tests in each curriculum area were scored. The Educational Resource Team used the computer as a record-keeping device to log class activities that were implemented and also to retrieve pertinent information at the time of Individual Program Planning meetings.

Evaluation:

The overall goal of computerizing the Educational Resource Center of the Black Hills Workshop School and Training Center has been accomplished. All 6 objectives were met:

1. The employment of 1.0 FTE Special Education Instructor was maintained to provide continuing educational services to the staff.

2. All members of the Educational Resource Team participated in various workshops and in-service training programs.

3. One member of the team took part in the annual and initial IEP meeting.

4. The Educational Resource Team developed lesson plans in four curriculum areas: Physical Health Maintenance and Preventive Care, Sex Education, Appropriate Social Interaction, and Functional/Conversational Language.

5. The Educational Resource Team developed screening instruments for the four curriculum areas. Pre- and post-tests were also developed to be given in conjunction with each curriculum.

6. An Apple II 48K computer was purchased with 2 software packages: Teacher Planning System Package and a Curriculum Management System Package.

In summary, the project has been successful, and the evaluator has recommended that additional funding would help in the future to improve the quality of the educational program.

Title of Project:	Developing Recreation/Leisure Programming
State Agency:	Brookings Area Adjustment Services
Location of Project:	Brookings, South Dakota
Type and Number of Children Served:	9 developmentally disabled individuals
Funding Allocated:	$3,448.00

Background:

During 1982, Brookings Area Adjustment Services (BAAS) identified the need to develop expertise in the areas of recreation and leisure as the number one priority in their on-going recreational program. BAAS staff as well as clients' parents agreed that improving recreation and leisure programming was of great importance in meeting the diverse needs of the clients.

This proposal was designed to provide funds to hire a consultant who was knowledgeable in the area of recreation and leisure, and to further provide BAAS staff with the appropriate training in recreation/leisure. The project also allowed the purchasing of such equipment as cross-country skis, a tandem bicycle, pull sled and ceramic materials. These equipment offered a wide range of activity alternatives to clients and assisted in further integrating the clients into the community.

Instructional Objectives:

1. Two clients who exhibit severe behavior problems and limited leisure skills will exhibit a decrease in behavior problems as they develop new leisure skills.

2. Three multiply handicapped individuals who have poor leisure skills will increase the number of leisure activities in which they are able to participate.

3. One severely retarded and one profoundly retarded individual will increase the number of leisure activities in which they are able to participate and the amount of time they attend to their leisure tasks.

4. Two individuals on follow-along, who have limited contact with community recreation, will show an increase in the frequency and duration they stay out of their apartment and participate in community activities.

5. Those clients whose evaluation indicates that it is appropriate to receive training on the newly purchased training materials will develop skills to utilize the new training materials.

6. Parents and ARC members will demonstrate an increase in knowledge and skills for encouraging leisure activities.

7. BAAS staff will demonstrate an increase of knowledge and skills for encouraging leisure activities after participating in the in-services conducted by the consultant.

Methodology:

The project proposal was primarily aimed at helping 9 special education clients with the following disabilities: (two with behavior problems, three multiply handicapped, two low functioning and two follow-along clients). These nine individuals were selected by BAAS residential staff because they showed a lack of progress toward their goals and resistance to participating in activities.

A consultant was hired to evaluate the targeted clients and to assist BAAS staff in developing individualized recreation/leisure training programs for the clients. The consultant provided 4 in-service classes so that the staff was able to develop a broader level of expertise and knowledge in recreation/leisure activities. Recreation/leisure equipment was purchased which helped to offer clients with new alternatives in which to participate.

Evaluation:

All objectives were met and the project was deemed a success. The consultant was successful in training BAAS staff in the appropriate recreation/leisure activities. The required recreation equipment was purchased and clients were able to utilize the new training materials. The most progress was seen in programs for multiply handicapped individuals both in numbers of activities and the amount of time spent doing the leisure activity. Overall, this project has proven to be of great benefit to the Brookings Area Adjustment Service staff, clients and family members.

Title of Project:	Pre-School Services for Handicapped Children
State Agency:	Crippled Childrens' Hospital and School
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	19 physically handicapped children
Funding Allocated:	$46,000.00

Background:

The Crippled Children's Hospital and School (CCHS) is geared to serve physically handicapped children between the ages of 4 and 19 residing in South Dakota. In the past 3 years, CCHS has seen an increase in the student population at the Primary and Pre-School level. In addition, the introduction of children with greater physical handicaps and severe learning problems has necessitated closer evaluation of the child's needs and a heightening of the institution's ability to provide for these needs.

This project was designed to supplement the certified teaching staff with 5 assistant teachers. The addition of these teachers would help to provide a better student-teacher ratio of 1:2 instead of 1:4 staff in the Child Development Unit (CDU) Sections 1 and 2. This would help to provide a more individualized program for each child.

Overall, the goal of the project was to provide an intensive program during the early developmental years of the child and to move the child as rapidly as possible through the four areas of the CDU into the Primary Department.

Project Goal:

The overall goal of this project is the individualization of Level 1 and 2 of the Child Development Department.

Project Objectives:

1. To individualize the program of each student in Level 1 and Level 2 of the Child Development Department.

2. To make more and better use of the therapy component of this unit.

3. To make more and better use of the child care worker assigned to these children.

Instructional Objectives:

1. Each supervising teacher by use of the additional staff will see that an increased number of hours daily is spent with individual contact with each child.

2. Through the use of child care workers in the classroom and through the in-service training program for them, many of the educational objectives will be better carried out during the time the children spend in their dormitories.

Methodology:

There were 19 children who were served under this project; their ages ranged from 4 1/2 through 9. The handicapping conditions of these children varied from Cerebral Palsy, Muscular Dystrophy, Spina Bifida and a variety of physical and developmental disabilities. Their developmental age varied from 3 months to 5 years of age; their mental age varied from 3 months to 6 years of age.

The target population was assigned to Level 1 and Level 2 of the Child Development Department. As the child completed the Child Development Program he/she moved into the Primary Department. Staff consultants from other areas made themselves available to the supervising teachers in order to help meet special needs in the area of physical development and behavior modification.

The supervisor of the child care program coordinated the transfer and implementation of the program in the Education Department and in the dormitory area. The social worker made periodic visits into the home of each child to review the child's program and to keep the parents informed about their child's progress.

Evaluation:

The major project objective of this program was successfully attained. The addition of assistant teachers helped to provide a more individualized program for the 19 students in the Child Development Department. Child care staff and educational staff were in direct communication with each other. Speech therapists were actively involved in the program. They helped in the mechanics of swallowing and also worked closely with the child care staff. The major product objective of staff involvement was met; professionals and para-professionals were involved in interdisciplinary staff meetings. In-service training was provided to each professional staff member which allowed the administration to draw on certain persons as resources for other staff.

Overall, the program was deemed a success. Although many of the activities were considered to be an on-going process, the major areas of this project - individualized treatment and interdisciplinary interaction - were successfully met.

Title of Project:	Validation, Field Testing and Dissemination of the Custer Basic Development Curriculum
State Agency:	Custer State Hospital
Location of Project:	Custer, South Dakota
Type and Number of Children Served:	34 mentally retarded individuals
Funding Allocated:	$21,200.00

Background:

The Custer State Hospital Education Program is geared to serve 34 handicapped children. Four of these children are classified as deaf/blind, in addition to having severe or profound mental retardation and physically handicapped conditions. In FY'80, an extensive search was conducted for curriculum materials aimed at the severely/profoundly mentally retarded and physically handicapped. This constituted Phase I of the project and it clearly identified the need for a comprehensive curriculum which could be used for the mentally retarded at Custer State Hospital (CSH). In FY'81 (Phase II of the project), the Custer Basic Development Curriculum was developed. One of the 6 performance objectives of FY'81 project, that of disseminating the curriculum through the South Dakota Section for Special Education, was not met.

The present phase (Phase III) of this continuation project addresses the need for dissemination of the Custer Basic Development Curriculum.

Project Goals:

1. To prepare the Custer Basic Development Curriculum for dissemination through both in-house validation and field testing in other settings.

2. To further disseminate the Custer Basic Development Curriculum.

Performance Objectives:

1. To evaluate the impact of the curriculum on student progress in a controlled classroom setting during the 1982-83 IEP year.

2. To evaluate by survey the effectiveness and appropriateness of the curriculum in at least 6 other agencies.

3. To prepare a synopsis of the finding in objectives 1 and 2 for attachment to copies of the curriculum for future dissemination through the South Dakota Section for Special Education.

4. To provide training in use of the curriculum to interested staff from other agencies in South Dakota through two 1-day workshops at Custer State Hospital.

5. To reproduce, in cooperation with the South Dakota Section for Special Education, multiple copies of the curriculum for continuing distribution.

Methodology:

Fourteen severely or profoundly mentally retarded children at Custer State Hospital were selected for participation in this phase of the project. These children represented the middle level of intellectual functioning of residents at Custer State Hospital. The results of the project, however, were directed to all 34 residents of CSH, plus the 108 adult residents.

This phase of the project was designed to develop instructional materials, which include workshop materials, a synopsis of the in-house evaluation, and the external field testing results. An interdisciplinary staff (consisting of a project director, teacher, teacher assistant and teacher aide) was involved in curriculum evaluation. The primary services provided by the project classroom staff were directed at the maintenance of a controlled environment in which to evaluate the curriculum, the accurate measurement of student progress, and the presentation of workshops to staff external to Custer State Hospital. An external evaluator was hired to evaluate this phase of the project and also to serve as a consultant throughout the duration of this project.

Evaluation:

Overall, the project was deemed a success. All objectives were met in this third and final phase except in the case of Objective #3. This objective was intentionally not met since the outcome of the activities undertaken did not warrant its completion. It was concluded that attaching a sypnosis of the results to the copies of the curriculum, would be of little value. Instead of the proposed two 1-day workshops at Custer State Hospital, it was found that the need addressed by this objective could be met through one workshop. At present, 40 copies of the curriculum are being distributed upon request from Custer State Hospital. The Section for Special Education has assumed major responsibility for this objective.

Title of Project:	Development of the Huron Vocational Assessment Program: Year III and Computer Assisted Client Tracking System
State Agency:	Huron Adjustment Training Center
Location of Project:	Huron, South Dakota
Type and Number of Children Served:	7 special education clients
Funding Allocated:	$4,442.13

Background:

The Huron Area Adjustment Training Center (HAATC) serves 58 developmentally disabled clients, ages 16-65. Of the 58 clients, 7 are special education clients. These clients attend HAATC for work and employment evaluation and training. They are evaluated on productivity in janitorial tasks, time on task in the workshop and with work samples and fine motor ability.

This proposed project is two-fold: (1) hire 2 consultants to assist HAATC staff in the validation and development of vocational stimulators for the Huron Vocational Assessment Project (HVAP); (2) the development of a computer assisted client tracking system through the application of a small computer in the Huron Adjustment Training Center.

Project Goals:

1. Validate the Vocational Performance Assessment Instruments.
2. Review, select and purchase a small computer.
3. Identify client tracking information that is to be put on the computer.

Project Objectives:

1. Finalize the development of vocational simulators.
2. Review specifications, cost and availability of software of small business computers.
3. Meet with case managers, program managers and administrators to outline and establish what initial client tracking data would be entered on the computer.

Methodology:

In this third year project, 2 consultants were hired to assist HAATC staff in conducting the Huron Vocational Assessment Program. A small computer was purchased and used for Case Management services for HAATC clients. The consultants and staff gathered data to be entered on the computer, tested data and retrieval capabilities, and finalized these procedures.

The Computer Assisted Tracking System was used to monitor the clients' IEP progress, academic, vocational and residential curriculum monitoring, follow-up and follow-along services. It was hoped that if this computer system was successful, it could later be adopted by adjustment training centers.

Title of Project:	Development of a Pre-Workshop Center
State Agency:	Live Center, Inc.
Location of Project:	Lemmon, South Dakota
Type and Number of Children Served:	10 borderline to mildly retarded clients
Funding Allocated:	$9,688.00

Background:

Live Center, Inc. sees a need for developing an area which will teach pre-vocational work skills as indicated in the clients Individualized Program Plan (IPP). At present, the only area where these skills are being taught is in the workshop. However, due to production demands, a high client-to-staff ratio, and lack of a variety of activities, clients are not receiving the training necessary for competitive employment.

This proposed project was designed to establish a pre-workshop where clients received more intensive work skills training without the pressure of production. Activities were directly related to work skills used in the workshop area and in competitive employment. Through this pre-workshop program, the staff at Live Center, Inc. hoped to see gains in clients being placed in outside jobs and increased productivity in the workshop.

Project Goals:

1. To provide a realistic work environment for clients to learn work skills before being placed in a highly production-oriented work setting.

2. To provide clients with activities that are directly related to competitive work skills.

3. To provide clients with activities that are meaningful to them in which they can receive satisfaction or accomplishments.

4. To teach clients the value of work.

5. To give clients success experience in a work environment.

6. To train staff to teach pre-vocational skills to clients.

Project Objectives:

1. That the clients will be placed in a training area which will better meet their needs.

2. To organize a work environment for clients to learn work skills.

3. That the clients will be able to type letters and short articles.

4. That clients will use a sewing machine to mend clothes and make small projects.

5. That clients will be able to use various tools.

6. That clients will work on projects utilizing skills similiar to those needed in the workshop.

7. To provide the client with activities directly related to paying jobs.

8. To provide activities which clients can complete within a two week period of time.

9. To develop a program which will orient clients to the world of work.

10. To teach clients how to effectively express their emotions, so that they can function in a work environment.

11. To provide clients with emotional materials necessary to effectively teach these skills by November 30, 1982.

12. Provide in-service training to staff on pre-vocational skills.

13. Provide in-service training to staff in teaching techniques and methods.

14. Staff will be able to select and develop activities for the clients that will give them skills necessary to live more independently.

15. Develop clients objectives which will better equip them to lead a more independent life.

16. To develop an effective and comprehensive pre-vocational skills curriculum and activities, combining instructional materials, consultants suggestions, and our own observations.

Methodology:

The targeted population included all of the special education clients at Live Center, Inc. Most of the clients were determined to be in the mild or borderline range of mental retardation. The clients were initially identified through the use of exit criteria and staff team meetings.

In order to provide an on-going identification of clients who needed the pre-workshop service, the staff included it as part of the clients' Individualized Program Plan (IPP). In the IPP process, parents, staff, clients and other professionals were involved in planning the program for the clients. The most important need was to teach clients how to work and hold down a job.

A pre-vocational trainer was identified as the pre-workshop supervisor who provided training to the staff in pre-vocational skills in a work setting. Instructional materials were purchased for client programming and training. The overall aim of the program was to create a work-related environment so that the clients were able to practice and learn work skills.

Evaluation:

All the objectives were met except for a few which were identified in the final evaluation as on-going objectives.

The Live Center, Inc. staff met twice weekly to brainstorm activity ideas for the pre-workshop area. In-service training was provided to train staff in the work behavior area of the curriculum. Excursion trips were made to Northern Hills Training Center, Black Hills Workshop/School and Black Hills Education Cooperation in Pluma in order to help the staff at Live, Center, Inc. to observe other programs in operation.

The program overall was deemed a success and the staff at Live Center, Inc. hope to see many changes in the future in the IPP of the clients.

Title of Project:	Physical Education for the Handicapped
State Agency:	Northern Hills Training Center
Location of Project:	Spearfish, South Dakota
Type and Number of Children Served:	5 special education children
Funding Allocated:	$2,597.00

Background:

The Northern Hills Training Center (NHTC) serves 38 developmentally disabled persons over the age of 16 in its various programs. These programs include work activities, simulated and real work, special education, pre-vocational training, vocational training, community living training, and apartment living. Clients are enrolled in the various programs according to their ability and age.

This project was proposed to serve 5 special education clients under the age of 21 in a physical education program. The decision to implement physical education programs for the clients at NHTC was made following a review of the needs expressed by NHTC staff, the Division of Elementary and Secondary Education staff, parents, board members, clients and other interdisciplinary team members.

Project Objectives:

1. To provide each recipient of service, between the ages of 16 to 21, and others as resources allow, and who have been identified as exhibiting physical education needs; with an appropriate individualized physical education program from November 15, 1982 through June 30, 1983.

2. To document increases in physical fitness and motor skills.

3. To obtain 1 ribbon per client at regional Special Olympics.

Methodology:

The targeted clients who were selected to participate in the individualized physical education program included 5 special education recipients and 5 non-special education students. These 10 students have exhibited a need for physical activities. Progress of each client's activities was monitored through anecdotal records and the administration of a post-test.

A part-time physical education instructor was employed to provide an organized physical education program to the NHTC clients. The instructor selected the 10 clients for the program based on their health and physical fitness.

Input from Special Olympics personnel, The President's Physical Fitness Council, McCarron-Dial Assessments and the Adaptive Functioning Index assisted in the determination of appropriate goals and objectives for individual recipients of the program. The implementation of the program on a regularly scheduled basis meant an enhancement of health and physical fitness and the development of motor skills.

Evaluation:

The project was judged to be successful since all project objectives and most project objectives were met. Objectives were accomplished as follows:

1. The physical education needs of selected clients were evaluated by November 1, 1982.

2. The PL 89-313 project was planned and designed by November 1, 1982.

3. A physical education instructor was employed by December 1, 1982.

4. Progress of each recipient was monitored and documented through anecdotal records.

5. All participants in the program exhibited increased physical education skills.

Overall, the program was successful. All recipients of the program, except one who exhibited a significant degenerative physically handicapping condition, benefited from the physical education program as it is now organized. It is hoped that the physical education program at NHTC will continue as long as financial resources allow.

Title of Project:	Communication Skill Development
State Agency:	Redfield State Hospital and School
Location of Project:	Redfield, South Dakota
Type and Number of Children Served:	19 children under the age of 22 years with varying handicaps.
Funding Allocated:	$20,000.00

Background:

The Communication Skill Development Project was the result of a needs assessment conducted during the 1981-82 fiscal year. This assessment identified a need on the part of the speech therapist and speech therapy aide to provide one-to-one communication skills training to 19 Redfield students under the age of 22 years, who have communication skill problems.

It was determined that the speech therapist and aide would develop and implement an individualized communication skills program using module team members as trainers. A pilot project was developed in which interdisciplinary team members received in-service training on 3 students' individualized communication systems (language stimulation, sign language and Van Dijk method.

Project Goal:

To provide communication skills training to all residents (those currently unserved, as well as those served in the 81-82 FY) in the Educational Unit.

Project Objectives:

1. Provided with the appropriate communication skills training, 100% of the selected students will increase their skill level a minimum of 25% from baseline, in accordance with their individualized program plan.

2. The speech therapist will provide a minimum of 40 hours of in-service training and program monitoring to each module team to aid in the functional use and generalization of communication skills programming.

3. Auxiliary staff will facilitate functional use and generalization of individualized communication systems for 3 students through in-service training and contact with each student.

Methodology:

The project was designed to serve 19 students in the Educational Unit under the age of 22 years. The speech therapist and speech therapy aide were responsible for the assessment, planning, implementation and re-evaluation of the targeted students.

A pre-test was conducted by the speech therapy and aide to gather baseline data, providing the operant level of each student in the project. A second baseline test was conducted after 6 months to determine if major alterations were to be made in the implementation plans. At the end of the project year, a post-test was performed from which the final report data was computed.

In order to facilitate generalization and functional use of the students' communication system outside of the therapy session, all members of the module team (case manager, psychiatric technician, teacher, teacher's aide and houseparents) were trained to conduct the individualized program. These programs were monitored by the speech therapist through trainer evaluations.

The speech therapy aide assisted the speech therapist in the pre-test, second baseline and post-test data collection and provided in-service training to the staff. The speech therapist consulted with module case managers to coordinate training schedule and develop implementation plans according to the policy and procedures of the Educational Unit and the Redfield State Hospital and School.

An external evaluator was hired to monitor progress throughout the project year, to make recommendations for change and to compile the final report.

Evaluation:

In accordance with the objectives, individualized program plans were satisfactorily written and implemented. The Van Dijk in-service and the speech block structure of service delivery aided the implementation of individualized communication programs. Further, the residents have shown an increase in the use of communication skills outside their speech blocks.

Several members of the module staff have indicated that changes made by the speech therapist have improved data collection and have made modification of program easier. Further, other units at Redfield have requested the in-service training given to the module team members. The overall quality of communication skills training at Redfield is considered to be very good, hence all objectives of this program have been met.

Title of Project:	Personal/Social Adjustment: "Making it at Work"
State Agency:	Sioux Vocational School for the Handicapped
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	30 Special Education students
Funding Allocated:	$26,157.32

Background:

Sioux Vocational School (SVSH) currently serves 206 developmentally disabled persons in a program of pre-vocational community living and related services. Sixty-nine of the persons served are 16 to 21 years of age and funded by local district special education programs.

This project was designed to develop a process and product system to meet the needs of students in the area of personal and social adjustment. The program concentrated on personal and social adjustment strategies as they related to work behavior, plus the expansion of these programs within the residential setting. The project utilized experimental approaches to develop a program of specific client training and staff in-service training. Students at SVSH are provided with individualized programs which are designed by an interdisciplinary team. This team is made up of special education, evaluation and testing, vocational, residential training and auxiliary staff who work toward a comprehensive program for each student, allowing maximum growth opportunities.

Project Goals:

1. To provide students with intensive personal/social adjustment skills training related to work habits and success in employment.

2. To develop a process and product design suitable for use in work related personal/social adjustment.

3. To continue to provide personal/social adjustment skills training related to successful living away from work.

Project Objectives:

1. By September 30, 1983, 30 clients will have received direct program assistance and training in personal and social adjustment as it relates to work as measured by completed evaluation and progress logs.

2. Of the 30 clients receiving training by September 30, 1983, 75% will show growth in work adjustment skills by 10% as measured by Sioux Vocational School Vocational Behavior/Skills Checklist.

3. By September 30, 1983, 10 staff members will receive individual and group in-service training and show a 15% growth of training skills in personal/social adjustment related to work as measured by a pre- and post-observation checklist.

4. By September 30, 1983, 10 staff members will receive and utilize a training package designed to assist in training personnel in personal/social adjustment related to work as measured by completed activity logs.

5. By September 30, 1983, 30 clients will have received direct program assistance and training in personal/social adjustments related to successful living away from work as measured by completed progress logs.

6. By September 30, 1983, 15 staff members will have received individual and group training and show a 15% growth of training skills in personal/social adjustment related to life away from work as measured by a pre- and post-observation checklist.

7. Of clients trained by September 30, 1983, 75% will show growth of 15% or more as measured by Sioux Vocational School's Social/Interpersonal Skills Checklist.

Methodology:

The targeted population was 30 students aged 16 to 21 years old. The selection of these students was made as part of needs determination and program development using an interdisciplinary team process.

The materials developed under the project were as follows:

1. The first product developed was a checklist designed to evaluate positive training skills of staff

including levels of interaction with clients, understanding of personal/social skills, and alertness to unmet needs clients exhibit. This instrument was used to observe current levels of skills in staff, as an in-service training tool, for development of staff training objectives, and as a pre-test/post-test instrument to evaluate quality of personal/social adjustment skills training.

2. The second instrument was a process strategies model which was used in planning client programs to meet personal/social adjustment needs, development of training objectives, outcomes and process guidelines.

3. The third product that was developed was a staff training package to help the staff in effectively utilizing the appropriate personal/social skills training with clients.

The project also utilized three existing instruments which were previously developed by Sioux Vocational School. An outside evaluator provided periodic review, and made recommendations to the SVSH staff. In-service training was provided to the staff both on an individual as well as group basis. Training focused on helping clients to meet their individually established goals and objectives.

Evaluation:

The evaluation of this project was conducted on a quarterly basis. In the evaluator's final report, it was reported that the staff and administration at the Sioux Vocational School for the Handicapped gained a great deal of insight into the social and personal aspects of developmentally disabled persons.

Overall the goals and objectives were successfully met for this project. The major change involved in this grant was the reduction of the experimental group from 30 to 20 and of the staff from 10 to 9. A consultant was hired for the third and fourth quarter. The proposed video-taping component was dropped and the time-lines originally submitted for the project were revised.

The goal of involving 20 clients and 9 staff in the program was completed. Clients were evaluated using the Sioux Vocational School Social Interpersonal Behavior Checklist and the staff were observed using the Staff Evaluation Checklist. Another major accomplishment was the completion of the staff training manual.

Title of Project:	Home-School Services: An Alternative to Residential Treatment - Phase I
State Agency:	South Dakota Children's Home Society - East River School
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	15 learning disabled, emotionally disturbed and developmentally disabled children
Funding Allocated:	$9,177.00

Background:

This project was proposed in response to the needs of school districts in the greater Sioux Falls area for specialized day treatment services for children diagnosed as learning disabled, emotionally disturbed, behavior disordered, or developmentally delayed. The Children's Home Society of South Dakota (CHSSD) has operated education programs for the agency's Crossroads and Sherrard residential treatment centers in Sioux Falls for a number of years. The overall treatment approach of CHSSD has been to provide psychological, psychiatric, educational, medical and developmental assessment, using both agency and consultative professionals.

The initial phase of this project was to focus on providing an education/treatment program for the child and his/her family so as to improve functioning of the child both in the school and in the family setting. The project also proposed to increase the effectiveness of the existing day school/family treatment service, and to allow for the expansion of this service through the addition of a half-time home-school counselor.

Project Goal:

The overall objective of the project is to provide day students with structured education and intensive family treatment, which will result in successful public school and home/family functioning, as an alternative to residential placement.

Instructional Objectives:

1. By the beginning of the fall term, 1983, 33% of the students placed in day treatment will increase their academic and behavior performance so that they will return to a public school setting on at least a part-time basis.

2. By the beginning of the fall term, 1983, 90% of the students served in day treatment will remain with their natural or foster family.

Methodology:

This project was designed to improve the education and family services to day-treatment students currently served by the East River school. The target population included 15 students from both elementary and junior high schools. These students were diagnosed as learning disabled, emotionally disturbed, developmentally delayed and behavior disordered.

A half-time home-school counselor was employed initially to help the family therapist at the Crossroads Center in providing services to day-students. This half-time position was later upgraded to a full-time status. At that time, a more experienced counselor was hired due to the need for greater treatment expertise.

The program focused on family services, which included weekly family sessions, individual child counseling as needed and crisis call availability. The therapist and counselor worked closely with classroom teachers to assure program continuity and communications. Other program priorities centered on improving each student's mathematics and reading, self-confidence, interpersonal relations, self-discipline and social skills.

All children were admitted for an initial 30-day evaluation period, which included psychological and education evaluation, a family study, the development of the Individual Education Plan (IEP) and an individual family treatment plan.

Progress was measured via education and classroom testing, behavior and developmental rating scales and narrative notes. The students were formally reviewed at quarterly staffings which included CHSSP, the school district staff, the child (if appropriate) and his/her family.

Evaluation:

The objective to increase student performance to the point of at least part-time school attendance has been met. Six (40%) of the 15 students are prepared to re-enter public school.

A total of 14 (93%) of the 15 day-students have remained in their family or foster home, making this objective highly successful. Day-treatment has provided a welcome alternative to expensive residential treatment.

Overall, Phase I of this project appears to have been quite successful. However, the project evaluator's assessment poses the question, "Did those students returning to public school as well as the children remaining in their own families, actually improve in functioning?" It was suggested that future evaluations should address the functioning aspect of the project's overall goal statement.

While the concept of day-treatment offered by the CHSSD East River School appears to be needed by local school districts, this concept requires expansion, refinement and testing. A second project phase will be proposed to accomplish this aim.

South Dakota

Title of Project:	"Project Swim: A Proposal for Fun and Survival."
State Agency:	South Dakota Children's Home Society - Sherrard Center
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	8 emotionally disturbed male youths, ages 12-16
Funding Allocated:	$6,811.77

Background:

Sherrard Center, a service component and residential treatment center of Children's Home Society, cares for and treats emotionally disturbed adolescents with learning disabilities and behavioral problems. In February 1982, a needs assessment was conducted at Sherrard Center and the results indicated a need to implement a swim program. This proposed project was designed to meet the needs of 8 young adult males who have been placed at Sherrard Center for treatment. Further, this proposal would help to eliminate the problems/limitations by:

1. Providing funds for an individualized swim program for residents at Sherrard Center.

2. Providing funds for the training of child care workers and teachers so that recreation skills may be extended.

3. Providing funds for the purchase of necessary materials to develop this new project.

Project Objectives:

1. The Sherrard Center will have sufficient knowledge to participate in the swimming for fun portion of this program.

2. A staff member will plan, implement and complete formalized, individualized swimming lessons for each of eight residents.

3. Residents will show an increase in social/recreation skills with peers and adults.

4. Residents will be more self-confident on canoe, swimming and/or camping outings.

5. Each resident will receive a Red Cross Swim Certification at least one level above his present level of functioning.

In-service Objectives:

1. All staff will participate in a 4-hour in-service training on gross motor leisure recreation by a physical or occupational therapist from Sioux Falls hospital.

2. All staff will participate in the Child Care Training offered at the Association of Private Group Care Centers and Group Homes for Youth.

3. All staff will participate in a 4-hour in-service training on basic life-saving skills.

4. All staff will participate in a 4-hour in-service training on the use of aquatic games by Carol Jorgenson - Ehlers, New Games Referee.

5. All staff will be qualified to supervise Sherrard clients in any water setting and be able to initiate and direct a large number of aquatic activities or games.

Methodology:

The target population for this project was 8 emotionally disturbed male youths, ages 12-16, who resided at Sherrard Center. Their primary disability and emotional disturbance ranged from moderate to severe. Most of these youths have secondary disabilities such as: brain damage, communication disorders, and learning disabilities.

The main focus of treatment in this project was to help each youth to return to the community and function successfully. Swimming lessons and recreational swims took place during appropriate leisure times, for example, during evenings and weekends. Instruction of swim skills were provided through group and individual activities.

The major part of the funds for this grant went for the employment of a Water Safety Instructor, consultation by occupational therapists, and equipment purchases (canoes and related water safety devices). Both the staff and youths were trained partially in aquatics and water safety skills.

Evaluation:

All of the project objectives were successfully met and the youths have shown remarkable improvement in their

physical skills as well as their self-confidence. Canoe and camping trips were planned where the youths were able to test their skills. The youths showed great improvement in their swimming skills and in their relationship with others in the swimming pool setting. Daily logs were kept by the child care staff which supported the positive impact that the Project Swim had on the youths' social skills.

The in-service objectives were only partially met due to funding and logistical matters. The staff was not able to participate in the 4-hour life saving class, and the 4-hour in-service training in "New Games" was reduced to a 2-hour training session.

The Project Evaluator felt that though some areas could not be measured as planned, the overall outcomes of the project were consistently successful.

Title of Project:	Severely Multiply Handicapped Reintegration - Phase I
State Agency:	South Dakota Human Services Center
Location of Project:	Yankton, South Dakota
Type and Number of Children Served:	54 learning disabled and emotionally disturbed adolescents
Funding Allocated:	$6,700.00

Background:

The Human Services Center's Special Education Program is designed to help clients who are diagnosed as being learning disabled, emotionally disturbed and mentally retarded, to receive more appropriate and comprehensive educational services. The center's main functions are: to insure that these individuals are placed in appropriate educational programs, to review and recommend changes in treatment programming, and to aid in reintegration of the individual in the most expedient and comprehensive manner.

The initial phase of this project addressed the need to train the staff in behavior management techniques, the necessary instruction in basic skills assessment and development of individualized educational plans. In Phase II of the project, the staff from Redfield State Hospital and School will assist Human Services staff in program development and evaluation.

Objective for Phase I:

1. The target population will maintain socially appropriate behavior to be considered for placement in least restrictive alternative.

Activities to meet Objectives:

1. By September 1, 1983, four Human Services Center staff will have completed the initial phase of training provided at Redfield State Hospital and School through the severe/profound training project.

2. A computer will be purchased to assist in generation of Individual Education Plans (IEP's).

3. Programming for producing computer-generated IEP's will be purchased and/or produced.

4. Minimal effective dose medication policy will be developed and cooperatively implemented between behavioral and medical components of the Human Services Center.

Methodology:

Fifty-four adolescents, diagnosed as learning disabled or emotionally disturbed aged 13-17, and a small number of the extended mentally retarded population under the age of 21 were selected to participate in this project. The overall goal of the project was to provide these clients with skills which would allow them to move from the Center to less restrictive environments.

Through the Program Assistance Project (PAP - training teachers in rural areas for the education of children in need of prolonged assistance), staff were trained in the use of interdisciplinary approach. This shift from the medical model to a behaviorally based model of programming was proposed so as to allow the staff the necessary training needed to prepare and implement Comprehensive Individual Treatment Plans (CITP).

The use of a computer and appropriate software facilitated a more organized and consistent method of planning the Individualized Educational Plans (IEP's). The computer system helped to improve the IEP process and disseminate information in a more efficient and expeditious manner. Pre-service training was provided to the Program Assistance Project participants in the following areas: program plan development in the areas of cognition, communication, social, motor, self-help, daily living, recreation and vocational/pre-vocational skills; assessment procedures; behavioral management procedures; Individualized Educational Plan development; follow up implementation of physical and occupational management programs; interdisciplinary and transdisciplinary team approaches; and the development of in-service programs and parent involvement. These participants then trained auxiliary staff who were responsible for the daily programming of the adolescents.

Evaluation:

The main objective for Phase I of this project was not met.

The following activities were partially or fully met as follows:

1. Nursing and educational staff received initial training in the interdisciplinary model. The staff

has 17 credit hours completed and have 6 credit hours to complete the core training program.

2. A computer was purchased, but the appropriate software necessary to generate and manage IEP's or CITP's was not purchased. Thus the computer hardware is not directly facilitating the educational planning of extended care patients.

3. The minimal effective dose medication policy was implemented and is presently in operation at the Human Services Center.

Overall, the behavior of some of the students in the Adolescent Program has improved with the use of the computer as a motivational tool. However, the evaluator felt that the target population of the proposed project has not been involved in training activities listed in the computer-generated CITP plans or in working directly with the computer. As such, no clients at the Human Services Center have shown improved behavior from the computer managed instruction program.

The evaluator made several recommendations for Phase II of this project, some of which are:

1. That participants should not be just extended care patients, but also include some clients in the adolescent classroom. A stated percentage should be reflected in writing.

2. That the microcomputer remain in the adolescent classroom to allow for maximum utilization.

3. That software for clients' CITP plans be purchased immediately and that appropriate training is rendered to both nursing and educational staff in the software usage.

4. That nursing staff be given adequate time to work in the adolescent classroom and have the time they need to learn to use the computer in order to generate CITP plans.

5. That records be kept of the number of hours all clients and staff spend in working on the computer.

Title of Project:	Supplemental Assistance for Hearing Impaired Students
State Agency:	South Dakota School for the Deaf
Location of Project:	Sioux Falls, South Dakota
Type and Number of Children Served:	100 hundred children ages 2-21
Funding Allocated:	$47,366.00

Background:

The South Dakota School for the Deaf (SDSD) addresses the needs of their students and families through the following program: (1) a clinic, (2) an outreach program, (3) an on-campus program. The clients who are served in the clinic have the greatest range of hearing losses. The outreach program serves the needs of those clients with the second widest range of hearing impaired. The on-campus program, over the past few years, has served youngsters with more severe losses and of an earlier age of onset. Overall, SDSD provides educational, vocational and social programming for the hearing impaired youth and young adults.

This project was designed to supplement and enhance the present educational program at the South Dakota School for the Deaf. The needs addressed were: language/speech therapy, tutorial assistance, teacher aide assistance, curriculum development, and outreach concern.

Project Goals:

1. To develop a grant application proposal that is more consistent and written with improved clarity.
2. To evaluate the Title I program components effectiveness.
3. To improve classroom instruction services.
4. To improve speech/language services to elementary and secondary education services, so that each child's speech/language potential is freely achieved.
5. To provide for curriculum development.
6. To improve residential services so that each individual will be allowed to carry out normalized activities.

7. To provide parent training so that each family will be able to operate in as normal a manner as possible.

Project Objectives:

1. The components of the proposal, abstract, statement of need, goals, objectives and activities will coordinate to insure improved consistency.

2. The various components will be evaluated using the process and product procedures.

3. The various components will be evaluated by the external evaluators.

4. Two elementary students will receive individual and small group assistance from an aide or tutor.

5. All students will use visual materials which have been prepared by a teacher's aide.

6. All elementary and secondary education of student's language and social studies instructional programs will be more appropriate to his/her individual needs.

7. All elementary students will receive individual or small group speech/language therapy.

8. Eighty percent of secondary students will receive individual or small group speech/language therapy.

9. To complete the next identified component of the Social Services curriculum.

10. To assess the curriculum needs for the future, identifying priorities and timelines for completion.

11. All residential students' programs will contain scheduled and supervised activities.

12. All families will receive information which will provide opportunities to deal most appropriately with the son/daughter.

13. Services are available to each family as the need arises.

Methodology:

The FY 1983 project addressed the needs of proposal grant application, evaluation of Title I, program components, teacher aides/tutors, language/speech therapy, curriculum, outreach and recreational aides. The project was also

designed to provide expanded services to students at SDSD. These needed services included: communication deficiencies, language delays, academic delays, and social and emotional concerns. However, the main focus of the 1983 project was on direct services to students at SDSD.

The teacher's aide positions helped to provide more extensive assistance within the classroom. The speech therapy staff member continued to provide therapy for youngsters identified as needing services. Curriculum development and recreational aide supervisors were supplemented through funding of part-time personnel. Other priorities, such as coordination of the outreach program and physical and occupational therapy, remain but are being addressed through other support.

Evaluation:

The grant proposal review, the Title I program evaluation, the classroom instructional services, speech language services, the residential services and the parent training services were completed, thus making this part of the project successful. However, due to the complexity of the needs in the curriculum development, the goals, objectives, and activities have not been implemented utilizing project funds. These activities are being initiated using other funding sources.

The project evaluation clearly spelled out that due to the nature of the project and the needs of the students at SDSD, the goals and objectives of this proposal remained a part of the service needs.

Title of Project:	PREP (Preschool Readiness Education Project)
State Agency:	South Dakota School for the Visually Handicapped
Location of Agency:	Aberdeen, South Dakota
Type and Number of Children Served:	13-20 preschool visually handicapped deaf/blind children, ages 0-8
Funding Allocated:	$22,988.00

Background:

This project addressed the need to provide direct services for 13-20 preschool visually handicapped deaf/blind children. The services focused on assessment, program planning, and IEP development in areas of visual efficiency, fine and gross visual activities, spatial orientation, auditory awareness and discrimination self-help skills, cognitive development, language, socialization and body awareness. The preschoolers were previously identified as needing these services and as residing within a 200 mile radius of South Dakota School for the Visually Handicapped (SDSVH). These children were evaluated and received assistance in the establishment of IEP goals and objectives. They received instructions and services toward implementation of IEP objectives on a monthly basis. Referrals were made as needed.

As a result of this grant, a full-time coordinator was appointed to provide training in the area of preschool services for the visually impaired.

Project Goals:

1. To provide direct in-home educational services on at least a monthly basis to 13-20 visually impaired and/or deaf/blind preschool children, residing in the northeastern area of South Dakota, who are not presently receiving services for their visual impairment.

2. To compile a formal needs assessment and data for home/school needs in communication and education for parent/home involvement in the development of Independent Living Skills for the students attending SDSVH.

Instructional Objectives:

1. One hundred percent of the children will be evaluated by the coordinator (within his/her qualifications) and/or referred to appropriate ancillary professionals to determine present level of performance in areas of visual functioning, communication development, gross and fine motor, cognitive function, social/personal and self-help skills, by June 1, 1983, to update or establish an IEP.

2. One hundred percent of the children will receive developmental assistance through the establishment of IEP goals and objectives from the program coordinator in conjunction with the parents at the IEP meeting by June 1, 1983.

3. Each child will receive instruction, suggestions and services on a regular basis toward implementing strategies toward the accomplishment of these goals and objectives monthly.

4. Each child will be referred to related agencies and services as needed.

5. Sixty percent of the parents will be able to demonstrate (run the programs in the presence of the coordinator) proper cueing and consequences to the child's performance in accordance with the child's implementation plan for his/her IEP.

6. SDSVH will conduct a formal needs assessment for parental involvement in IEP Individual Living Skills of 75% of the visually handicapped students attending SDSVH by August, 1 1983.

Methodology:

The target population for the PREP (Preschool Readiness Education Project) was 13-20 preschool visually handicapped and deaf/blind children ages 0-8, residing in the northeastern area of South Dakota. The children selected were those who were not presently receiving any educational services related to their visual impairment.

The coordinator conferred with parents and appropriate personnel concerning the needs of each preschool child and selected the evaluation instruments to be used. An assessment of each child was completed by the coordinator and the necessary referrals were provided to further assess IEP needs. Updated assessment data was supplied to each child's LEA.

The coordinator assisted the LEA in the development of each child's IEP by interpreting all assessment data generated during scheduled IEP meetings and suggesting appropriate activities. Further assistance was provided to parents and LEA's in the methods of charting and monitoring progress of the child.

Children and parents received at least one at-home visit per month in which special assistance and/or materials were provided to help the family deal with the visually impaired or deaf/blind child. The family was provided with information and counseling regarding the availability of local and statewide educational opportunities.

The coordinator aided in the development of the child by consulting with child development specialists, arranging tours of educational facilities and agencies for parents, and recommending parent consultations with medical and psychological personnel.

Implementation plans were prepared for each preschooler's short-term objectives and in-service training was provided to parents to accomplish objective goals.

Literature searches were conducted and appropriate materials were sent to interested parents. The program coordinator and staff of SDSVH performed an assessment survey of parents, teachers and students at SDSVH and other applicable agencies and compiled the results.

Evaluation:

The PREP (Preschool Readiness Education Project) was deemed a success since 100% of goal objectives were met.

During the project term, the preschool visually impaired and deaf/blind children were evaluated by the program coordinator and referred to the appropriate professionals to determine performance levels and develop IEP's. Developmental assistance was given in accordance with IEP goals on at least a monthly basis. The coordinator worked with parents in the development of educational activities for the child, and referral to related agencies and services was given as needed.

Since this is an on-going project, further evaluations will be conducted at appropriate intervals of time.

Title of Project:	Stress Management for the Developmentally Disabled
State Agency:	Southeast South Dakota Activity Center
Location of Agency:	Vermillion, South Dakota
Type and Number of Children served:	16 developmentally disabled clients
Funding Allocated:	$3, 063.00

Background:

The reduction of tension and stress among clients at the Southeast South Dakota Activity Center (SESDAC) is addressed by this project. At the time this proposal was written, there was no existing program to reduce the stress and tension experienced by the Activity Training Center clients. Previous experience in stress management with the SESDAC staff and general public had proven successful. Stress management methods were considered to be preferable to medication and impromptu staff intervention.

Sixteen clients at the SESDAC were chosen for the pilot program of six individual and six group stress management sessions. Staff were able to choose among several techniques in the tailoring of individualized stress reduction programs. An evaluation of the program was conducted to assess the possibility of using similar techniques at other sites.

Project Objectives:

1. To train program counselors to lower their own stress level.
2. To train program counselors to facilitate the lowering of stress level in others.
3. To reduce the stress level in Center clients.
4. To teach Center clients to assume responsibility for their own stress levels.
5. To assess the program for potential use at other sites.

Methodology:

The target population included 16 South Dakota Activity Training Center clients. A stress management program for these clients was constructed by the project director (a licensed S.D. psychotherapist) and administered with the assistance of three SESDAC managers and four University of South Dakota undergraduate students.

The seven counselors were trained by the program director to conduct individual client stress management sessions. A total of four training sessions were held for the counselors. They were taught to conduct and evaluate stress levels of clients, both before and after stress management sessions. During the final training session, each of the stress management counselors was assigned to two clients.

All clients underwent a preliminary relaxation procedure during the first session in which an essential rapport was achieved between client and counselor. At this time, two changes were made in the research design. First, the group of clients was divided into two groups so that each trainer was able to focus upon an individual client. Second, it was decided that blood pressure, GSR (Galvanic Skin Response) and Skin Temperature apparatus would hinder the relaxation experience of the clients. Instead, breath rate, blood pressure and heart rate were determined to be feasible and adequate measures.

The program director and training staff evaluated each client's progress at the end of each session, using both subjective and physiological measures. Southeast South Dakota Activity Center staff were asked to evaluate clients progress before, during, and after the program.

Evaluation:

The stress counselors successfully practiced methods for producing muscular relaxation, warm hands and feet, lower pulse and breath rate, and a general sense of calm, well-being. All counselors were able to achieve a state of deep relaxation. At the end of the four sessions, all counselors were efficient in lowering each other's stress and in measuring the physiological indicators of stress level.

The counselors were successful in initially establishing relaxed, positive relationships with clients, thus helping to reduce the clients stress levels. Clients used key words and images ("relax," "sunny," "good") to help them to lower their own stress levels.

The program evaluator found the stress level management program to be effective; however, no direct recommendation for use at other sites was made.

BEST COPY AVAILABLE